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ABSTRACT

This document is the third of a series of four reports developed to provide a comprehensive overview of parent involvement, encompassing the family, parenting needs, and existing resources, in addition to current parent education approaches and practices. This Parent Participation Profile (PPP) is intended for use in needs assessment and program evaluation based on participant perceptions. Designed to provide useable information for program development and practices, it consists of two parts, the manual and the instrument itself. In the first section of the manual, a complete explanation of the PPP, including its general goals, specific objectives, and its design, along with a description of its pilot use in Texas, is provided. The second section of the manual focuses on how to administer the instrument, while the third section consists of a sample PPP with intermittent explanations of the more complex items. The complete PPP follows the manual. The PPP consists of forty-five items, most following a Likert-scale format. It addresses four areas that have significant bearing on parent education program designs. Those four areas are (1) previous participation, (2) attitudes about parent involvement, (3) handicapping conditions, and (4) participant demographics. It can be administered to parent participants prior to their entry into a program as a needs assessment for planning purposes, or as an evaluation at the completion of a program to determine program effectiveness. (KC)

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GUIDE TO PARENT INVOLVEMENT:

PARENTS AS ADULT LEARNERS

Parent Participation Profile

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September, 1980

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PARENT PARTICIPATION PROFILE

Preface

In order to provide a comprehensive overview of parent involvement, a series of four documents has been developed encompassing the family, parenting needs, and existing resources, in addition to current parent education approaches and practices. While each document represents a unique aspect of parent involvement, all fall under the rubric of a Guide to Parent Involvement: Parents as Adult Learners. The documents within this series are:

- .Overview of Parent Involvement Programs and Practices
- .The Family Academy Model of the Family as Educator
- .Parent Participation Profile
- .Annotated Bibliography on the Family

Represented within these documents is an analysis of parent involvement programs which includes child-rearing practices; an interpretation of how the family functions as educator; a needs assessment instrument that addresses how parents perceive their input and participation; and an extensive review of literature related to the family and parent education.

Parent involvement, which encompasses parenting and parent education, is by no means a new phenomena. However, only within the past two decades has impetus mounted for program expansion. Even so, the plethora of parenting programs that have emerged have not been adequately addressed by the education community. Within the context of training, parent educators are, for the most part, self-made. Furthermore, while parent educators tend to view parents as educators of their children, the adult learning aspects of parenthood are unaddressed.

The Guide to Parent Involvement: Parents as Adult Learners is intended (1) to contribute to the information gap relating to parent involvement, especially regarding the training needs of parents; (2) to present the family as a valuable resource in the training process; and (3) to provide educators working with parents with additional tools for enhancing program development and practices. Within the framework of the Guide, we also have sought to respond to the following questions.

.How can early childhood education concepts and methods be applied to adult learning?

.What is the impact of family life and work life on the adult learning process?

.How is the interaction between adults and children part of the adult learning process?

Heartfelt appreciation for their good humor, team spirit, tireless determination, and skillful work in producing successive versions of this document goes to Marjorie Lambert, Office Manager, who kept it (and us as well) all together, and to Jeanetta Bruce and Terry Raffelt, Research Secretaries, for their indomitable spirit and their tenacious perseverance to complete the task at hand.

Preparation of this document has at some point involved virtually the entire staff of the Adult Learning Potential Institute, to whom I am grateful. Heartfelt appreciation for their good humor, team spirit, tireless determination, and skillful work in producing successive versions of this document goes to Marjorie Lambert, office manager, who kept it (and us as well) all together, and to Jeanetta Bruce and Terry Raffelt, research secretaries, for their indomitable spirit and their tenacious perserverance to complete the task at hand.

Winifred I. Warnat
September, 1980

Introduction

In the process of reviewing the myriad of parent involvement efforts that are ongoing throughout the Nation, a number of critical omissions in the development and implementation of parent education programs consistently emerged. For the most part, the overview of parent education programs revealed that (1) parents are not involved in the planning process, nor in conducting program activities; (2) parents needs, supposedly addressed by those programs, are assumed, not assessed; and (3) program evaluation is merely narrative description; evaluation of program effectiveness, especially in terms of participant outcomes, is not evident. The Parent Participation Profile (PPP) was developed to begin addressing those critical gaps in parent education programming. Its two-fold function is needs assessment of participating parents and program evaluation based on participant perceptions. It is designed to provide useable information for program development and practices, and to encourage parent involvement in the planning and implementation process. It is intended to provide educators, especially parent and community educators who are working with parents, with an assessment tool that will contribute to enhancing program effectiveness and to stimulating parent participation in those programs.

The Parent Participation Profile actually consists of two documents, the manual and the instrument, itself. In the first section of the manual, a complete explanation of the PPP, encompassing its general goals, specific objectives, and its design, is provided. It also includes a discussion of the Texas Pilot which was conducted to identify problems in the design of the PPP that pertained to protocol, administration, and item format. The second section of the manual focuses on how to administer the instrument. While the third section consists of a sample PPP with intermittent explanations of the more complex items.

The complete Parent Participation Profile follows the manual. The PPP consists of forty-five items, most following a likert-scale format. It addresses four areas that have significant bearing on parent education program designs. Those four areas are (1) previous participation, (2) attitudes about parent involvement, (3) handicapping conditions,

and (4) participant demographics. It can be administered to parent participants prior to the onset of a program as a needs assessment for planning purposes, or as an evaluation at the completion of a program to determine program effectiveness.

PARENT PARTICIPATION PROFILE

MANUAL

I

Parents as Planners, Practitioners, and Participants

Recognition of a Need

For most adults the awesome responsibilities of parenthood are not perceived until they actually become parents and find themselves in an unfamiliar role. In this uncomfortable position the new parent seeks advice from parents, friends, and physicians. The General Mills study on raising children in America reported that of the parents sampled, 35 percent sought the advice of the family physician, 27 percent asked advice of their parents, and 28 percent reported seeking advice from friends.[1] Seventeen percent of the sample mentioned family agencies as a source of advice. Each of these sources, while uniquely equipped to offer advice on parenting, is not adequate to cover the range of parenting needs and skills, especially in light of the rapidly changing nature of the American family.

Where parent education is concerned, in their analysis of twenty parent-centered educational intervention programs for disadvantaged pre-schoolers, Goodson and Hess found that children's I.Q. scores increased significantly, children's school performance improved, and the teaching behavior of parents increased in a positive direction.[2] Sonquist's study of low income Mexican-American parents participating in educational programs for their children found that mothers increased their participation and sense of responsibility, had better resources and skills to solve their problems, and valued their child's and their own learning experience to a greater degree.[3]

The success of a limited number of parent participation programs indicates the possible efficacy of parent education programs in improving parenting skills. The federal government convinced of the importance of parent involvement has made it a requirement of federally funded programs that are involved in the education of young children. The poor utilization of these programs may imply a serious problem in course content and design.

According to Ira Gordon, ancient civilizations often reflected on the importance of parenting skills.[4] In the United States, the origins of parenting programs occurred in the 1880's with visiting nurses help-

ing European emigrants successfully assimilate their families into the mainstream of society. Gordon further points out that there have been continual developments (i.e. Child Study Movement, PTA, settlement houses) in teaching parenting skills since the 1880's up to today. These programs notwithstanding, parents continue to need assistance or education in rearing their children, which existing parenting programs have not been able adequately to provide.[5]

All parents need special skills for enhancing their lives and improving the quality of life for their children; hence, they are adult learners. In addition, all parents are capable of providing information and imparting understandings; therefore, all parents are adult educators. Parent education needs to take into account, the adult learner-educator dimension of participating parents. Parent education however is a relatively new area and many educators, parent educators in particular, are planning and implementing parenting programs which they feel will be beneficial to parents without considering the parenting skills parents already possess, the needs of parents from their own perspective, the contributions parents can make to program development and implementation, and the ultimate use that parents will make of the training provided.

A Needs Assessment in the Making

An in-depth needs assessment of perspective parent participants and a comprehensive evaluation of parent education programs and their commensurate benefit to the parents involved, are major voids in effective program planning and implementation that are crucial to successful program outcomes. Parent involvement takes into account to what extent parents are attending programs; designing and implementing them; being confronted with barriers to participation, as well as having them removed; having their specific needs met; being provided with relevant information; developing useful skills; being treated with respect and as mature adults; and so forth. All of these factors need to be examined if participation is to be stimulated, if program content and design are to

meet critical needs, and if effects of program involvement are to be of value in the daily operations of the parent participants. Designed primarily as a needs assessment tool, the Parent Participation Profile (PPP) addresses those factors, and can provide information useful for both program planning and program evaluation.

The PPP was developed in response to the critical omission of parent involvement in planning and implementing the parent education programs in which they participate. It is intended to address the attitudes and perceptions of parents about those programs, and to highlight parents as adult learners and educators. Specifically, the PPP concentrates upon identifying the extent and the desire of parents for involvement as planners and practitioners of parent education programs. In that regard, the PPP, through parent opinions, attempts to address

1. identification of parent needs;
2. community response to parent needs;
3. participation in determining program content and design;
4. attitudes of trainers toward parent participants; and
5. the effectiveness of parent education programs in addressing parent needs.

Construction of the PPP was undertaken over a two-year period. It involved a series of major revisions in preparation for an extensive item analysis and a final revision based on that analysis from which the polished version of the PPP has emerged.

Overview of the Parent Participation Profile

The purpose of the Parent Participation Profile (PPP) is to obtain parents' opinions concerning the effectiveness of local parent education activities as they relate to the needs of the adult learners involved. It is intended to provide information on the perceived learning needs of participating parents and their relationship to the service delivery systems currently addressing some aspect of parent education. It is designed so that the information obtained through its administration

serves as the basis for improving existing approaches to parent involvement, as well as stimulates the development of new approaches for training adults in their capacity as parents.

Although literature on adult education programs, in general, and parent education, in particular, consistently implies that programs are successfully meeting the needs of participants, the vast majority of articles reveal the lack of participants' views on the merits of those programs.[6,7] In fact, most reporting on specific programs is descriptive and anecdotal in nature; little systematic and objective program analysis has been undertaken. Furthermore, in designing the PPP, a search for evaluation models of parent education programs was conducted, with particular inquiry into the instrumentation used to identify the needs of parent participants and whether or not those needs had been met. Neither evaluation models nor such instrumentation could be located. In addition to addressing a critical void, the PPP, a needs assessment instrument, addresses one of the basic components of a comprehensive model for program evaluation--parents perceived needs.

Objectives. The PPP assesses the approaches and activities of parent education programs by surveying the opinions of the adult learner participants--the parents involved. Its specific objectives are:

1. To identify the extent of parent participation in parent education activities, the regularity of participation, and the possible reasons for low level involvement.
   - o Has the parent ever participated in an adult learning course or program?
   - o How recently?
   - o What type of program--specific parent education, basic education, continuing education, etcetera.
2. To assess the extent of parents' involvement in planning and implementation of parent education programs.
3. To assess parent involvement in decision making related to developing and conducting parent education programs.
   - o Who is perceived as designing programs?
   - o Are parents included in the process?

- o Do the program designers solicit parent input?
- o Is the program participation process relevant to parents' concerns?
- o What are the qualifications for program participation?

4. To assess the effectiveness of current parent education programs from the perspectives of participating parents.
   - o What did the parent want to get from the program?
   - o What did he or she actually get out of the program?
   - o Is the parent satisfied with his or her progress?
   - o Where does the blame lie for the discrepancies between the expectations and realities of the program?
   - o What changes would be recommended for the program?
   - o What would remain unchanged?
5. To analyze perceptions and attitudes of parents towards the parent educators conducting the programs.
   - o How do parents feel the parent educators regard them, as children? As mature adults?
   - o Are there changes in attitudes that parents would like to see exhibited by the parent educators?
   - o What are the parents' attitudes regarding the parent educator as a person? As a professional?
6. To identify training needs of parents in the context of the program offered.
7. To assess community response to the education needs of parents.
   - o Whose responsibility is it to provide parent education programs? parent groups; schools; local, state, federal government; social service agencies; private organizations; churches; etcetera.
   - o Are the existing programs seen as meeting parents' needs?
   - o Whose responsibility is it to assess the parents' needs?
8. To identify reasons why parents choose to participate in a parent education program.

Design. Courses, workshops, lectures, and the like represent formats of parent education programs addressed by the PPP. In addition, the programs may be designated as being parent education, adult education, or continuing education. The PPP is made up of four sections

consisting of forty-five items totally. Most of the items follow a likert format on a five point scale. Some require rank ordering; some require multiple responses. The PPP is geared toward a reading proficiency at the fifth grade level. Approximate completion time is seventy-five minutes (one hour and fifteen minutes). It is not a timed test.

Within the four sections of the PPP, the information sought from the parent respondents covers the areas of personal demographics, previous participation, attitudes toward parent involvement, and handicapping conditions. Section A contains items pertaining to the parent participant's most recent or current involvement in a formal education course or program. It focuses on motives for participation, on program design, and involvement in program planning. In Section B, items concentrate on the respondent's perceptions concerning how parent education programs identify and address parent needs, and how helpful program participation has been. Special participant needs are addressed in Section C which focuses on the participants' knowledge of handicapping conditions, as well as identification of any possessed by either the respondent or his or her children. Section D, the final section, contains items that provide personal information about the respondent, his or her family, and economic and work status.

Analysis. Interpretation of PPP item response takes into account both the planner-practitioner and the researcher. For the planner-practitioner, frequency counts and percentages of response per item can be used, which will provide a descriptive analysis of parent participant concerns, and their reactions to parent education programs. For the researcher, both parametric and non-parametric analyses can be applied.

The Texas Pilot

The final version of the Parent Participation Profile resulted from a pilot study that was conducted to assess the final draft of the PPP for purposes of (1) protocol, (2) test administration, and (3) item analysis. The Pilot was conducted in Houston, Texas because

of the availability of a diverse parent population. Selection of data collection sites was made with the assistance of local Teacher Corps projects, and the Texas Institute for Families, (formerly Texas Child Care '76), a child advocacy organization based in the Houston area. These organizations identified agencies that were providing educational opportunities for parents, which fell into three classifications of programs or courses offered: (1) parent education, (2) basic education, and (3) continuing education. Two hundred eighty parents involved in twelve selected programs participated in the Pilot. The participants represented five special groups: (1) adolescent parents, (2) parents of children with special needs, (3) minority parents, (4) migrant parents, and (5) parents in continuing education courses.

Protocol. The administration of the PPP involved training sixteen test administrators (TAs), representing each of the participating sites, and six Teacher Corps representatives who were serving as coordinators for the data collection. Two of the TAs were of Spanish origin. The entire group participated in an all-day training session that concentrated on the administration of the PPP and the objectives of the Pilot. The training session addressed the following points:

1. To assess the instrument design
   - o Is it readable?
   - o Are the items clear?
   - o Is the format appropriate?
   - o Is the instrument well organized?
   - o Is the instrument of appropriate length?
   - o Do the questions reflect the objectives?
   - o What items should be refined, deleted, or added?
2. To strengthen administration procedures
   - o Are the directions clear?
   - o Do TAs need to offer an excess amount of additional help to respondents?
   - o How much time is required to complete the PPP?
   - o How difficult is translating the survey to Spanish-speaking respondents?
   - o Are respondents reluctant to fill out the PPP?
   - o Are TAs expected and well received?
   - o What are the reasons why some program participants fail to respond?

3. To refine training procedures

- o Do TAs have adequate training to administer the PPP?
- o If problems arise, do TAs know how to handle them?
- o What kinds of problems arise?
- o Are TAs clear as to the purposes, goals, and objectives of the PPP as a result of the training they receive?

4. To test the efficacy of gaining access to programs

- o What organizations are useful in helping to establish contact with programs in their networks?
- o Are private organizations useful in identifying agencies helpful in gaining access to participants programs?
- o Are private programs more hesitant than publicly-supported ones to cooperate?
- o What rewards for insuring participation are practical to offer?

Test Administration. The procedures used to administer the PPP were under particular scrutiny to identify potential problem areas that could adversely affect response. Two, in particular, are worth noting.

1. Preparation of Participants. The importance of properly informing both program instructors and participating parents on the purpose and benefits of taking the PPP is crucial to its successful administration. In some instances, the TA was either not expected because the instructor had not been informed; or was regarded with hostility because the purpose of the instrumentation had not been adequately explained.

2. Monitoring Respondents. Proper preparation of the Test Administrator to assure and assist respondents in completing the PPP is essential. Any difficulties affecting administration that were noted as influencing the efficacy of the PPP, were identified and subsequently modified. The responses which influenced approximately one-third of all completed questionnaires included: (1) items skipped; (2) items near the end ignored; and (3) identical responses given to all items. The response patterns revealed the possible problems of length, complexity, and readibility of specific items, as well as the design of the instrument, itself.

Of the 280 questionnaires returned, only 174 were properly completed and therefore were conducive to analysis.

Item Analysis. The final draft of the PPP used in the Pilot consisted of fifty items. The items underwent the following analyses:

- o Twenty-two items--frequency counts and percentage of responses
- o Twelve items--ranges, central means, and standard deviations
- o Six items--factor analysis and T-tests
- o Ten items--regression analysis

The analysis resulted in the elimination of ten items, including all those that were open-ended, the revision of remaining items, and the construction of five new items, which brought the total number of items on the final PPP to forty-five.

References

[1] General Mills, Inc. Raising Children in a Changing Society: The General Mills American Family Report 1976-77. Minneapolis, Minn.: General Mills, 1977.

[2] Goodson, Barbara and Robert D. Hess. "The Effects of Parent Training Programs on Child Performance and Parent Behavior," 1976, 82.

[3] Sonquist, Hanne, et al. A Model for Low-Income and Chicano Parent Education. Final Report. Washington, D.C.: U.S. Children's Bureau (DHEW), June 1975, p. 171.

[4] Gordon, Ira. "Parent Education and Involvement: Retrospective and Prospective." Paper presented at the "Toward the Competent Parent" Conference, Georgia State University, February, 1977

[5] "The Calamitous Decline of the American Family," Washington Post, January 2, 1977, C1-C3.

[6] Warnat, Winifred. Adult Learning in Inservice Training and Staff Development. Washington, D.C.: Teacher Corps, U.S. Department of Education, September 1980.

[7] _____, Overview of Parent Involvement Programs and Practices. Washington, D.C.: Teacher Corps, U.S. Department of Education, September 1980.

II

Instructions for Administration

To assist with the administration of the Parent Participation Profile (PPP), the following instructions serve as a guide to:

A. Clarify questions that the Test Administrator (TA) may have regarding the objectives of the PPP;

B. Assist the TA in interpreting the intent of PPP items; and

C. Insure objectivity and uniformity for all TAs of the PPP.

The manual is provided specifically to address interpretation issues that may arise during the testing session. Test Administrators of the PPP are urged to refer to the manual to resolve or clarify any concerns.

I. Discussion of the TA's Role.

A. The TA is perceived as an active participant in the testing session. Due to the wide range and backgrounds of the participants, it is essential that the TA is actively involved as a facilitator during the testing sessions. The TA should regard himself/herself as vital and indispensible to the validity of this information gathering process.

B. Each TA will be responsible for collecting all questionnaires. The participant populations will include people from varied cultural and educational backgrounds. The TA must be sensitive to their differences and should expect questions, regarding interpretation, style, format, and definitions.

C. All questions should be responded to no matter how mundane or inappropriate they appear to be. Questions should be responded to in a specific manner. Using the manual as a guide, participants should be urged to pick the best answers for their questions.

D. Due to the nature of some of the PPP items, it is crucial that the TA assure both the participants and the instructor/group leader that the PPP is anonymous and that the results do not reflect on the operation of a specific program. The PPP's intent is to improve program effectiveness.

E. Participants should be encouraged to be candid and honest in their responses. Instructor/group leaders need to be reassured that data results will not be used as a performance evaluation, but rather will assist them in future program development.

II. Definitions of Standard Terms

There are a number of terms that appear repeatedly in the PPP. A list of definitions is provided that will allow for uniform interpretation of these terms:

Instructor - Any leader of a parenting program. The instructor can represent program leaders such as teachers, facilitators, group leaders, professors, or workshop coordinators.

Program - For the purposes of the PPP, any formal adult learning experience that the respondent has been involved in. Program is used to represent activities such as courses, groups, workshops, seminars, lectures, classes, and so on.

Mate - The traditional marriage relationship as well as alternative living arrangements, (e.g. living together, communal living, and other alternative arrangements).

Other (please specify) - An item response that is open-ended and allows the participant to add any additional alternatives that may not appear.

Circle all which apply - The participant not confined to the selection of one item, and may circle as many of the choices as are relevant.

III. Administration Protocol

A. Introduce self and PPP purpose.

B. Pass out PPP, reminding participants NOT to write their names on the PPP.

C. Read instructions to participants and have them begin.

It is suggested that the TA present an example of the items presented in the PPP, such as:

Example

A man should run the family and make all major decisions for the family.

Never	Seldom	Sometimes	Often	Always
a	b	c	d	e

Depending on familiarity with the PPP and its administration, the TA might choose to read the following statement concerning procedures to the participants:

> This is an example of the type of question that you will be answering in the PPP (read above example). Choose the answer you believe is most accurate. Circle your response. There are no incorrect responses since the purpose of the PPP is to get your true opinion on each item. It is very important that each answer you choose is as close to your true opinion as is possible. Read each item carefully. If you have any questions at any time while you are filling out the PPP, do not hesitate to ask the Test Administrator. Be sure to complete every item. Take as much time as you need.

D. Encourage them to ask any questions they may have concerning clarifications, interpretations, or assistance they may require, and to indicate so by raising their hand. Attend to them at their seats.

E. All respondents should be encouraged to circle already existing items on the PPP. If a respondent is unable to circle an already existing item or is unsure of which item to circle have the respondent circle "other" and specify what s/he means.

F. Be aware of any arbitrary or random completions of the PPP. Take note of the participants who appear to be having difficulty and try to help them. If you suspect that a questionnaire has not been properly completed in spite of your assistance, mark that questionnaire for attention by reviewers.

G. Take time to look over each individual PPP as it is submitted. Look for incompleted items and urge their completion.

H. Return all PPPs to your designated drop point.

I. When used for research purposes, an Informed Consent Form is suggested on page 16.

SAMPLE

Informed Consent Form

TITLE OF RESEARCH: Parent Participation Profile

NAME OF PRINCIPAL INVESTIGATOR:

NAME OF SUBJECT:

I have been satisfactorily informed of the procedures involved in this research, specifically, that the purpose of the Parent Participation Profile is to identify needs and trends in parent education and training. Results of collected data will be presented in aggregate form. I am aware that the results of my individual responses will be anonymous and no published results will be associated with my name.

I understand the possible risks and benefits that may result because of my participation in this research effort.

I am aware that I am free to withdraw this consent and discontinue participation in this research at any time.

_____
Signature of Subject

_____
Date

PARENT PARTICIPATION PROFILE

MANUAL

III

Parent Participation Profile:

Test Administrator's Guide

Section A

Previous Participation

This section contains questions about the most recent or current program the respondent has been involved in. It may be a number of years since the respondent has been involved in a program; nonetheless each respondent should answer each item. In some instances, a respondent will not have been involved in a program since finishing formal schooling, high school or college. Encourage the respondent to refer back to the last course, class, or program taken. (Note: At times a respondent may be overlooking a program s/he has been involved with--help the respondent by mentioning possible programs--training at work, a weekend seminar, etc.)

All respondents should be encouraged to circle already existing items on the PPP. If a respondent is unable to circle an already existing item or is unsure of which item to circle, have the respondent circle "other" and specify what s/he means.

What we would like to know is the most recent program you have attended. Please circle the letter next to your choice.

A-1 The last time I participated in a program was within the last

- **a. 0-12 months**
- **b. 12 months - 2 years**
- **c. 2 years - 5 years**
- **d. 6 years - 10 years**
- **e. 11 years - 20 years**
- **f. 20 years and over**

A-2 The program I was in can best be described as:

- **a. Parent education**
- **b. Adult Basic Education (ABE)**
- **c. English as a Second Language (ESL)**
- **d. General Education Diploma (GED)**
- **e. Vocational or occupational program**
- **f. Personal life skills program**
- **g. Cultural enrichment program**
- **h. Recreational program**
- **i. College program - non-degree**
- **j. College program - degree**
- **k. Other (please specify)**

_____

A-3 The program was offered by:

a. Church	f. Museum/library
b. Public school	g. Government agency
c. Community college	h. Military
d. University/college	i. Social service agency
e. Community organization	j. Other (please specify)

_____

If a respondent is unsure about who offered the program, have respondent narrow choices by eliminating as many organizations as possible, and then choose from remaining organizations.

A-4 Generally, the program was a/an:

a. Discussion group	e. Scheduled lecture
b. Counseling group	f. Informal get-together
c. Workshop/seminar	g. Correspondence course
d. Class	h. Other (please specify)

_____

Programs often consist of a variety of formats. Have the respondent circle the format that was used most often during the program.

A-5 I <u>first</u> heard about the program through:

a. Media (TV, radio, newspaper)	e. Public schools
b. Brochure, catalogue, bulletin	f. Church
c. Friend or relative	g. Counselor
d. Social service agency	h. By referral (please specify)

_____

Respondents may have heard about the program from more than one source. Have the respondent circle the letter corresponding to the source through which they <u>first</u> heard about the program.

A-6 It was difficult for me to attend because of:

	Never	Seldom	Sometimes	Often	Always
Household duties	a	b	c	d	e
Time required to participate in program	a	b	c	d	e
Getting someone to take care of my children	a	b	c	d	e
Time of day program was offered	a	b	c	d	e
Cost of program	a	b	c	d	e
Location of program	a	b	c	d	e
Lack of services for the handicapped	a	b	c	d	e

A-7 What reasons were important for my choosing the program?

	Not at all	Very Little	Undecided	Somewhat	Greatly
To get high school diploma	a	b	c	d	e
To get college degree	a	b	c	d	e
To learn English	a	b	c	d	e
To improve job skills	a	b	c	d	e
To be a better parent	a	b	c	d	e
To improve myself	a	b	c	d	e
For personal interest	a	b	c	d	e
It was recommended	a	b	c	d	e

A-8 How worthwhile were the program activities?

	Not at all	Very Little	Somewhat	Very Much	Out-standing	Does Not Apply
Lectures	a	b	c	d	e	f
Discussions	a	b	c	d	e	f
Small group activities	a	b	c	d	e	f
Reading materials	a	b	c	d	e	f
Films & other special learning materials	a	b	c	d	e	f
Visiting speakers	a	b	c	d	e	f
Evaluation activities	a	b	c	d	e	f
Other (please specify) _____	a	b	c	d	e	f

There may have been an additional activity which the respondent participated in and should therefore be encouraged to include, as well as evaluate. The respondent may do so by adding the activity in the "Other" category, circling his or her desired response, and identifying the activity.

A-9 How effective was the instructor?

	Not at all	Very Little	Somewhat	Very Much	Out-standing
Knew subject	a	b	c	d	e
Was understanding	a	b	c	d	e
Communicated well	a	b	c	d	e
Gave useful feedback	a	b	c	d	e
Created a comfortable informal atmosphere	a	b	c	d	e
Was fair	a	b	c	d	e
Was stimulating	a	b	c	d	e
Used a variety of materials in presentations (film strips, outside speakers, other books)	a	b	c	d	e
Was well prepared	a	b	c	d	e
Let the students know they were progressing	a	b	c	d	e
Had a sense of humor	a	b	c	d	e
Allowed the student to make suggestions	a	b	c	d	e
Was friendly	a	b	c	d	e

A-10 How much did the program help me?

	Not at all	Very Little	Somewhat	Very Much	Out-standing
Make new friends	a	b	c	d	e
Share common concerns	a	b	c	d	e
Experience new ideas	a	b	c	d	e
Develop new goals	a	b	c	d	e
Become a better parent	a	b	c	d	e
Stimulate my interest	a	b	c	d	e
Improve myself	a	b	c	d	e

A-11 How did my instructor treat me?

	Never	Seldom	Sometimes	Often	Always
With respect	a	b	c	d	e
With competence	a	b	c	d	e
With understanding	a	b	c	d	e
With responsibility	a	b	c	d	e
As a mature adult	a	b	c	d	e

A-12 My suggestions for program activites and those of other participants were asked for

Never	Seldom	Sometimes	Often	Always
a	b	c	d	e

A-13 I was involved with planning the program

Never	Seldom	Sometimes	Often	Always
a	b	c	d	e

A-14 My involvement in planning the program has/would have made it more useful for me

Not at All	Very Little	Somewhat	Greatly	Maybe
a	b	c	d	e

A-15 Do I consider the program to be successful?

Not at All	Very Little	Somewhat	Greatly	Maybe
a	b	c	d	e

This question asks about the respondent's perception of the success or non-success of the program. Success should be determined by how well the program satisfied the respondent's specific goals for attending.

A-16 I would like to take part in such a program again

Never	Seldom	Sometimes	Often	Maybe
a	b	c	d	e

A-17 I would like to be involved in planning the program

Never	Seldom	Sometimes	Often	Always
a	b	c	d	e

Section B

Attitudes About Parent Involvement

This section asks about the respondent's opinions about parenting and parent education. Section B also asks some questions about program formats and reasons for participating in programs.

Section B

What we would like to know next is your opinion about parenting and parent education.

B-1 The best way to find out what parents need in a program is by?

a. Telephone
b. Mail
c. Personal contact
d. Public meeting(s) (held in schools or churches for example)
e. Radio, TV, newspapers
f. Local interest groups
g. Involvement in planning

B-2 What groups should be involved with parent education?

	Not at All	Very Little	Somewhat	Very Much	Greatly
Individual parents	a	b	c	d	e
Parent groups	a	b	c	d	e
Community groups	a	b	c	d	e
Public schools	a	b	c	d	e
Colleges and universities	a	b	c	d	e
City government	a	b	c	d	e
State government	a	b	c	d	e
Federal government	a	b	c	d	e
Social service agencies	a	b	c	d	e
Private organizations	a	b	c	d	e
Community colleges	a	b	c	d	e
Churches	a	b	c	d	e

Encourage the respondent to think in terms of which groups in his or her opinion provide the best programs.

B-3 How important are the following reasons for my participation in the program?

	Not at All	Very Little	Somewhat	Very Much	Greatly
Help my children in their education	a	b	c	d	e
Become a better parent	a	b	c	d	e
Get better understanding of my children	a	b	c	d	e
Get advice on how to be a better parent	a	b	c	d	e
Learn new skills and techniques of parenting while in the classroom	a	b	c	d	e

B-4 I think most people participate in programs because of a desire to:

	Not at All	Very Little	Somewhat	Very Much	Greatly
Know more	a	b	c	d	e
Reach a personal goal	a	b	c	d	e
Take part in an activity	a	b	c	d	e
Meet formal requirements	a	b	c	d	e
Break the routine of everyday life	a	b	c	d	e
Make new friends	a	b	c	d	e
Help their children	a	b	c	d	e
Improve themselves	a	b	c	d	e
Solve a family problem	a	b	c	d	e
Advance at work	a	b	c	d	e

B-5 For me, the best ways to learn are through

	Not at All	Very Little	Somewhat	Very Much	The Most
Lectures	a	b	c	d	e
Individual lessons from a private teacher	a	b	c	d	e
Discussion groups	a	b	c	d	e
On-the-job training	a	b	c	d	e
Reading materials	a	b	c	d	e
Study on my own	a	b	c	d	e
Television or radio program	a	b	c	d	e
Classroom instruction	a	b	c	d	e

B-6 Where my child(ren) is/are concerned, a parent education program should help me to:

	Not at All	Very Little	Somewhat	Very Much	Extremely
Know and recognize normal child development	a	b	c	d	e
Help other family members understand and accept my child	a	b	c	d	e
Know how to provide a good diet and health care	a	b	c	d	e
Realize my own feelings about my child	a	b	c	d	e
Love my child and let the child know he/she is loved	a	b	c	d	e
Understand my child's strengths and weaknesses	a	b	c	d	e
Know how and where to get help for my child	a	b	c	d	e
Give firm and consistent discipline to my child	a	b	c	d	e
Plan learning activities that are okay for my child's age	a	b	c	d	e
Understand a child's special needs that result from a handicapping condition	a	b	c	d	e

B-7 A parent education program should help parents

	Not at All	Very Little	Somewhat	Very Much	Definitely
Communicate better with their children	a	b	c	d	e
Improve how they raise children	a	b	c	d	e
Teach their children learning skills	a	b	c	d	e
Solve family problems	a	b	c	d	e
Meet other parents with similar interests	a	b	c	d	e
Get a high school diploma or college degree	a	b	c	d	e
Improve job skills	a	b	c	d	e
Reach a personal goal	a	b	c	d	e
Become active in the community	a	b	c	d	e
Relax	a	b	c	d	e

B-8 What makes a parent education program successful? Rank order, using any given number only once:

	Most Important				Least Important
The instructor	1	2	3	4	5
Program activities	1	2	3	4	5
Information presented	1	2	3	4	5
Skills taught	1	2	3	4	5
Meeting other parents	1	2	3	4	5

This item will need special explanation. The respondent is to rank order the five factors listed by circling its order of importance. Therefore it is important to stress that no number should be circled twice among the five factors. For example, if "The instructor" is considered to be most important, number 1 is circled, leaving only numbers 2, 3, 4, and 5 as choices for the remaining four factors. If "Program activities" is considered to be least important, number 5 would be circled, leaving only numbers 2, 3, and 4 as choices for the remaining three factors, and so forth.

Section C

Handicapping Conditions

This section asks questions about the respondent's knowledge of handicapping conditions and the handicapping conditions that the respondent or members of the respondent's family may have. Encourage all respondents to answer each item. When speaking about this section it will be helpful to recognize the sensitive nature of the section and at the same time emphasize the anonymity of the questionnaire. It may also be helpful to mention the potential this information has for improving educational programs for people with handicapping conditions. Special emphasis should be placed on parents need to know about handicapping conditions.

How we would like to find out what you know about handicapping conditions.

C-1 What do I know about handicapping conditions? (Circle all that apply)

a. A member of my family is handicapped
b. A child in the neighborhood is handicapped
c. An adult in the neighborhood is handicapped
d. What I see on television or hear on the radio
e. What I read in newspapers and magazines
f. I know nothing about handicapping conditions
g. I would like to know more

C-2 As a parent, I would like to know more about the following handicapping conditions. (Circle all that apply)

a. Mental retardation
b. Mental illness
c. Physical handicaps
d. Learning disabilities
e. Speech problems
f. Hearing impairments
g. Visual impairments
i. Other (please specify) _____
j. Not interested

C-3 Parent education programs should discuss

	Not at All	Very Much	Somewhat	Very Much	Greatly
Handicapping conditions in general	a	b	c	d	e
Handicapping conditions of children only	a	b	c	d	e
Mental health in families	a	b	c	d	e
How to identify handicapping conditions	a	b	c	d	e

C-4 How many of my children have been identified as having a handicapping condition?

0 1 2 3 4 or more

C-5 The handicapping condition(s) that my child(ren) has(have) is(are): (circle all that apply):

a. No handicapping condition
b. Mental retardation
c. Mental illness
d. Physical handicap
e. Learning disability
f. Speech problem
g. Hearing impairment
h. Visual impairment
i. Other (please specify) _____

C-6 I have:

a. No handicapping condition
b. Mental retardation
c. Mental illness
d. Physical handicap
e. Learning disability
f. Speech problem
g. Hearing impairment
h. Visual impairment
i. Other (please specify) _____

C-7 My mate has:

a. No handicapping condition
b. Mental retardation
c. Mental illness
d. Physical handicap
e. Learning disability
f. Speech problem
g. Hearing impairment
h. Visual impairment
i. Other (please specify) _____

Section D

Participant Demographics

This section asks questions about the characteristics of the respondents. It should be mentioned to the respondents that these questions will in no way identify them individually.

Now, we would like to know something about you.

D-1 I am:

a. Male
b. Female

D-2 My age is between

a. 15-20 years
b. 21-25
c. 26-30
d. 31-35
e. 36-40
f. 41-45
g. 46-50
h. 51 or older

D-3 I am:

a. White
b. Black
c. Hispanic
d. Asian
e. Native American
f. Other (please specify) _____

D-4 I am:

a. Married
b. Remarried
c. Separated
d. Single
e. Divorced
f. Widowed

D-5 I have completed: (mark only highest level achieved)

a. 8 years or less of school
b. High school diploma
c. GED
d. Vocational training
e. College degree

D-6 I am employed as:

a. Professional or technical worker
b. Manager or administrator
c. Sales or clerical worker
d. Unskilled or domestic worker
e. Farm worker
f. Homemaker
g. Factory worker
h. Tradesperson
i. Military
j. Health worker
k. Paraprofessional/aide
l. Other (please specify) _____

D-7 I am:

a. Self-employed
b. Employed by others
c. Unemployed (out-of-work)
d. At home raising my children
e. Disabled and cannot work

D-8 My mate is employed as:

a. Professional or technical worker
b. Manager or administrator
c. Sales or clerical worker
d. Unskilled or domestic worker
e. Farm worker
f. Homemaker
g. Factory worker
h. Tradesperson
i. Military
j. Health worker
k. Paraprofessional/aide
l. Other (please specify) _____

D-9 My mate has:

a. Vocational training
b. 8 years or less of school
c. High school diploma
d. GED
e. College degree

D-10 My family income for last year was:

a. less than $8,000
b. $8,001 - 13,000
c. $13,001 - 18,000
d. $18,001 - 23,000
e. $23,000 and over

D-11 How many people <u>including myself</u> are presently living in my household?

Male adult(s) (18 and over)	1	2	3	4	5 or more
Male children (under 18)	1	2	3	4	5 or more
Female adult(s) (18 and over)	1	2	3	4	5 or more
Female children (under 18)	1	2	3	4	5 or more

D-12 Who lives in my house? (circle all that apply)

a. Mate
b. My children
c. My mate's children
d. Grandparents
f. Aunt /uncle
g. Niece /nephew
h. Friend
i. Other (please specify) _____

D-13 When my first child was born, I was:

a. Under 18 years old
b. 18-23
c. 24-29
d. 30-35
e. 36 or older

PARENT PARTICIPATION PROFILE

Parent Participation Profile

Section A

What we would like to know is the most recent program you have attended. Please circle the letter next to your choice.

A-1 The last time I participated in a program was within the last

a. 0-12 months
b. 12 months - 2 years
c. 2 years - 5 years
d. 6 years - 10 years
e. 11 years - 20 years
f. 20 years and over

A-2 The program I was in can best be described as:

a. Parent education
b. Adult Basic Education (ABE)
c. English as a Second Language (ESL)
d. General Education Diploma (GED)
e. Vocational or occupational program
f. Personal life skills program
g. Cultural enrichment program
h. Recreational program
i. College program - non-degree
j. College program - degree
k. Other (please specify)

_____

A-3 The program was offered by:

a. Church
b. Public school
c. Community college
d. University/college
e. Community organization
f. Museum/library
g. Government agency
h. Military
i. Social service agency
j. Other (please specify)

_____

A-4 Generally, the program was a/an:

a. Discussion group
b. Counseling group
c. Workshop/seminar
d. Class
e. Scheduled lecture
f. Informal get-together
g. Correspondence course
h. Other (please specify)

_____

A-5 I first heard about the program through:

a. Media (TV, radio, newspaper)
b. Brochure, catalogue, bulletin
c. Friend or relative
d. Social service agency
e. Public schools
f. Church
g. Counselor
h. By referral (please specify) _____

A-6 It was difficult for me to attend because of:

	Never	Seldom	Sometimes	Often	Always
Household duties	a	b	c	d	e
Time required to participate in program	a	b	c	d	e
Getting someone to take care of my children	a	b	c	d	e
Time of day program was offered	a	b	c	d	e
Cost of program	a	b	c	d	e
Location of program	a	b	c	d	e
Lack of services for the handicapped	a	b	c	d	e

A-7 What reasons were important for my choosing the program?

	Not at all	Very Little	Undecided	Somewhat	Greatly
To get high school diploma	a	b	c	d	e
To get college degree	a	b	c	d	e
To learn English	a	b	c	d	e
To improve job skills	a	b	c	d	e
To be a better parent	a	b	c	d	e
To improve myself	a	b	c	d	e
For personal interest	a	b	c	d	e
It was recommended	a	b	c	d	e

A-8 How worthwhile were the program activities?

	Not at all	Very Little	Somewhat	Very Much	Out-standing	Does Not Apply
Lectures	a	b	c	d	e	f
Discussions	a	b	c	d	e	f
Small group activities	a	b	c	d	e	f
Reading materials	a	b	c	d	e	f
Films & other special learning materials	a	b	c	d	e	f
Visiting speakers	a	b	c	d	e	f
Evaluation activities	a	b	c	d	e	f
Other (please specify) _____	a	b	c	d	e	f

A-9 How effective was the instructor?

	Not at all	Very Little	Somewhat	Very Much	Out-standing
Knew subject	a	b	c	d	e
Was understanding	a	b	c	d	e
Communicated well	a	b	c	d	e
Gave useful feedback	a	b	c	d	e
Created a comfortable informal atmosphere	a	b	c	d	e
Was fair	a	b	c	d	e
Was stimulating	a	b	c	d	e
Used a variety of materials in presentations (film strips, outside speakers, other books)	a	b	c	d	e
Was well prepared	a	b	c	d	e
Let the students know they were progressing	a	b	c	d	e
Had a sense of humor	a	b	c	d	e
Allowed the student to make suggestions	a	b	c	d	e
Was friendly	a	b	c	d	e

A-10 How much did the program help me?

	Not at all	Very Little	Somewhat	Very Much	Out-standing
Make new friends	a	b	c	d	e
Share common concerns	a	b	c	d	e
Experience new ideas	a	b	c	d	e
Develop new goals	a	b	c	d	e
Become a better parent	a	b	c	d	e
Stimulate my interest	a	b	c	d	e
Improve myself	a	b	c	d	e

A-11 How did my instructor treat me?

	Never	Seldom	Sometimes	Often	Always
With respect	a	b	c	d	e
With competence	a	b	c	d	e
With understanding	a	b	c	d	e
With responsibility	a	b	c	d	e
As a mature adult	a	b	c	d	e

A-12 My suggestions for program activites and those of other participants were asked for

Never	Seldom	Sometimes	Often	Always
a	b	c	d	e

A-13 I was involved with planning the program

Never	Seldom	Sometimes	Often	Always
a	b	c	d	e

A-14 My involvement in planning the program has/would have made it more useful for me

Not at All	Very Little	Somewhat	Greatly	Maybe
a	b	c	d	e

A-15 Do I consider the program to be successful?

Not at All	Very Little	Somewhat	Greatly	Maybe
a	b	c	d	e

A-16 I would like to take part in such a program again

Never	Seldom	Sometimes	Often	Maybe
a	b	c	d	e

A-17 I would like to be involved in planning the program

Never	Seldom	Sometimes	Often	Always
a	b	c	d	e

Section B

What we would like to know next is your opinion about parenting and parent education.

B-1 The best way to find out what parents need in a program is by?

a. Telephone
b. Mail
c. Personal contact
d. Public meeting(s) (held in schools or churches for example)
e. Radio, TV, newspapers
f. Local interest groups
g. Involvement in planning

B-2 What groups should be involved with parent education?

	Not at All	Very Little	Somewhat	Very Much	Greatly
Individual parents	a	b	c	d	e
Parent groups	a	b	c	d	e
Community groups	a	b	c	d	e
Public schools	a	b	c	d	e
Colleges and universities	a	b	c	d	e
City government	a	b	c	d	e
State government	a	b	c	d	e
Federal government	a	b	c	d	e
Social service agencies	a	b	c	d	e
Private organizations	a	b	c	d	e
Community colleges	a	b	c	d	e
Churches	a	b	c	d	e

B-3 How important are the following reasons for my participation in the program?

	Not at All	Very Little	Somewhat	Very Much	Greatly
Help my children in their education	a	b	c	d	e
Become a better parent	a	b	c	d	e
Get better understanding of my children	a	b	c	d	e
Get advice on how to be a better parent	a	b	c	d	e
Learn new skills and techniques of parenting while in the classroom	a	b	c	d	e

B-4 I think most people participate in programs because of a desire to:

	Not at All	Very Little	Somewhat	Very Much	Greatly
Know more	a	b	c	d	e
Reach a personal goal	a	b	c	d	e
Take part in an activity	a	b	c	d	e
Meet formal requirements	a	b	c	d	e
Break the routine of everyday life	a	b	c	d	e
Make new friends	a	b	c	d	e
Help their children	a	b	c	d	e
Improve themselves	a	b	c	d	e
Solve a family problem	a	b	c	d	e
Advance at work	a	b	c	d	e

B-5 For me, the best ways to learn are through

	Not at All	Very Little	Somewhat	Very Much	The Most
Lectures	a	b	c	d	e
Individual lessons from a private teacher	a	b	c	d	e
Discussion groups	a	b	c	d	e
On-the-job training	a	b	c	d	e
Reading materials	a	b	c	d	e
Study on my own	a	b	c	d	e
Television or radio program	a	b	c	d	e
Classroom instruction	a	b	c	d	e

B-6 Where my child(ren) is/are concerned, a parent education program should help me to:

	Not at All	Very Little	Somewhat	Very Much	Extremely
Know and recognize normal child development	a	b	c	d	e
Help other family members understand and accept my child	a	b	c	d	e
Know how to provide a good diet and health care	a	b	c	d	e
Realize my own feelings about my child	a	b	c	d	e
Love my child and let the child know he/she is loved	a	b	c	d	e
Understand my child's strengths and weaknesses	a	b	c	d	e
Know how and where to get help for my child	a	b	c	d	e
Give firm and consistent discipline to my child	a	b	c	d	e
Plan learning activities that are okay for my child's age	a	b	c	d	e
Understand a child's special needs that result from a handicapping condition	a	b	c	d	e

B-7 A parent education program should help parents

	Not at All	Very Little	Somewhat	Very Much	Definitely
Communicate better with their children	a	b	c	d	e
Improve how they raise children	a	b	c	d	e
Teath their children learning skills	a	b	c	d	e
Solve family problems	a	b	c	d	e
Meet other parents with similar interests	a	b	c	d	e
Get a high school diploma or college degree	a	b	c	d	e
Improve job skills	a	b	c	d	e
Reach a personal goal	a	b	c	d	e
Become active in the community	a	b	c	d	e
Relax	a	b	c	d	e

B-8 What makes a parent education program successful? Rank order, using any given number only once.

	Most Important				Least Important
The instructor	1	2	3	4	5
Program activities	1	2	3	4	5
Information presented	1	2	3	4	5
Skills taught	1	2	3	4	5
Meeting other parents	1	2	3	4	5

Section C

Now we would like to find out what you know about handicapping conditions.

C-1 What do I know about handicapping conditions? (Circle all that apply)

a. A member of my family is handicapped
b. A child in the neighborhood is handicapped
c. An adult in the neighborhood is handicapped
d. What I see on television or hear on the radio
e. What I read in newspapers and magazines
f. I know nothing about handicapping conditions
g. I would like to know more

C-2 As a parent, I would like to know more about the following handicapping conditions. (Circle all that apply)

a. Mental retardation
b. Mental illness
c. Physical handicaps
d. Learning disabilities
e. Speech problems
f. Hearing impairments
g. Visual impairments
i. Other (please specify) _____
j. Not interested

C-3 Parent education programs should discuss

	Not at All	Very Much	Somewhat	Very Much	Greatly
Handicapping conditions in general	a	b	c	d	e
Handicapping conditions of children only	a	b	c	d	e
Mental health in families	a	b	c	d	e
How to identify handicapping conditions	a	b	c	d	e

C-4 How many of my children have been identified as having a handicapping condition?

0 1 2 3 4 or more

C-5 The handicapping condition(s) that my child(ren) has(have) is(are): (circle all that apply):

a. No handicapping condition
b. Mental retardation
c. Mental illness
d. Physical handicap
e. Learning disability
f. Speech problem
g. Hearing impairment
h. Visual impairment
i. Other (please specify) _____

C-6 I have:

a. No handicapping condition
b. Mental retardation
c. Mental illness
d. Physical handicap
e. Learning disability
f. Speech problem
g. Hearing impairment
h. Visual impairment
i. Other (please specify) _____

C-7 My mate has:

a. No handicapping condition
b. Mental retardation
c. Mental illness
d. Physical handicap
e. Learning disability
f. Speech problem
g. Hearing impairment
h. Visual impairment
i. Other (please specify) _____

Section D

Now, we would like to know something about you.

D-1 I am:

a. Male
b. Female

D-2 My age is between

a. 15-20 years
b. 21-25
c. 26-30
d. 31-35
e. 36-40
f. 41-45
g. 46-50
h. 51 or older

D-3 I am:

a. White
b. Black
c. Hispanic
d. Asian
e. Native American
f. Other (please specify) _____

D-4 I am:

a. Married
b. Remarried
c. Separated
d. Single
e. Divorced
f. Widowed

D-5 I have completed: (mark only highest level achieved)

a. 8 years or less of school
b. High school diploma
c. GED
d. Vocational training
e. College degree

D-6 I am employed as:

a. Professional or technical worker
b. Manager or administrator
c. Sales or clerical worker
d. Unskilled or domestic worker
e. Farm worker
f. Homemaker
g. Factory worker
h. Tradesperson
i. Military
j. Health worker
k. Paraprofessional/aide
l. Other (please specify) _____

D-7 I am:

a. Self-employed
b. Employed by others
c. Unemployed (out-of-work)
d. At home raising my children
e. Disabled and cannot work

D-8 My mate is employed as:

a. Professional or technical worker
b. Manager or administrator
c. Sales or clerical worker
d. Unskilled or domestic worker
e. Farm worker
f. Homemaker
g. Factory worker
h. Tradesperson
i. Military
j. Health worker
k. Paraprofessional/aide
l. Other (please specify)

_____

D-9 My mate has:

a. Vocational training
b. 8 years or less of school
c. High school diploma
d. GED
e. College degree

D-10 My family income for last year was:

a. less than $8,000
b. $8,001 - 13,000
c. $13,001 - 18,000
d. $18,001 - 23,000
e. $23,000 and over

D-11 How many people <u>including myself</u> are presently living in my household?

Male adult(s) (18 and over)	1	2	3	4	5 or more
Male children (under 18)	1	2	3	4	5 or more
Female adult(s) (18 and over)	1	2	3	4	5 or more
Female children (under 18)	1	2	3	4	5 or more

D-12 Who lives in my house? (circle all that apply)

a. Mate
b. My children
c. My mate's children
d. Grandparents
f. Aunt /uncle
g. Niece /nephew
h. Friend
i. Other (please specify)

_____

D-13 When my first child was born, I was:

a. Under 18 years old
b. 18-23
c. 24-29
d. 30-35
e. 36 or older